



This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs Personal Budgets and direct payments regulations, Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012.

**Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age,

or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Provision for Pupils with SEND at Kexborough Primary School**

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education working within the Foundation stage and National Curriculum (2014) and in line with the Special Needs Code of Practice.

**1. Objectives:**

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEND as early as possible by gathering information from parents, teachers and other agencies.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing Quality First Teaching differentiated to meet the needs of individual pupils.
- To identify and address pupils' needs through the process of assess, plan, do, and review; ensuring that that there is careful monitoring and assessment of pupils

throughout their time at the school and using additional support agencies where appropriate.

- To work with parents and pupils in the process of information gathering and reviewing progress to gain a better understanding of each individual.
- To ensure funding is allocated to provide high quality provision for those with identified SEN.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

### **Access to a Broad and Balanced Curriculum**

*The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2014)*

All children are entitled to full and equitable access to the National Curriculum and high quality teaching.

Kexborough Primary School endeavours to ensure that:

- All efforts are made to overcome individual pupils' barriers to learning.
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress.
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task.
- A range of teaching styles are used including auditory, visual and kinaesthetic.
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

### **Identification, Assessment and Response**

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEN Code of Practice September 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at Kexborough Primary, but we consider the needs of the whole child which will include not just the special needs.

The SEND Code of Practice (2014) describes adequate progress as progress that:

- Is similar to that of children of the same age who had the same starting point.
- Matches or improves on the pupil's previous rate of progress.
- Allows the attainment gap to close between the pupil and children of the same age.

### **Graduated Response**

***High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.***

*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014.)*

The graduated response is a four part cycle of assessment, planning, doing and reviewing to enable children with SEND to make adequate or better progress and narrow the gap between them and their peers.

### **Assess**

The class teacher identifies pupils with learning needs; this involves clearly analysing the pupil's needs using assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents. The pupil's views and where relevant, advice from external support services will also be considered.

### **Plan**

Planning will involve consultation between the teacher, SENCo and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Education Plan (IEP) with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. **They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class.** They will work closely with teaching assistants and any relevant specialists (including the SENCo) to plan and assess the impact of support and interventions. The pupils response to the support can help identify their particular need and potential barriers to their learning. The impact on progress, development and or behaviour that is expected will be recorded by the class teacher and other staff and noted on the IEP in preparation for the termly progress review.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary, outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

### **The majority of children and young people with SEN will have their needs met within the school – effectively at 'school level'.**

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional intervention and their needs can be met within the school's SEN budget. We will continue to identify the child as having SEND.

If the child is able to maintain good progress **without** the additional and different resources he or she will not be identified as having SEND and will be removed from the SEND register.

However, when the special educational provision required to meet a child's needs cannot reasonably be provided from within the normal resources here at Kexborough Primary, we will gather all the information in the format required by the LA to request an Assessment of Education, Health and Care Needs.

## **Referral for an Education, Health and Care Plan**

If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school, but can also be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals.

## **Managing Pupils on the SEND Register**

Miss J Mackay, Headteacher, is jointly responsible for safeguarding in school.

Mrs G Ellis, Deputy Headteacher, is the SENCo for children with SEND and jointly responsible for safeguarding in school.

Mrs T Harvey is the Governor responsible for SEND within school.

### **Named staff can be contacted through the school office.**

## **Arrangements and responsibilities for co-ordinating and monitoring the graduated response**

### **General Monitoring**

The SENCos and Headteacher update Month End figures to monitor the movement of numbers of pupils on the SEND register. IEPs are saved on the school's 'Shared' system,

meaning that they can be 'spot checked', ensuring a consistent standard of recording and reviewing IEPs in school

### **Class Teachers**

The Class Teacher is responsible and accountable for progress and development of all pupils in their class, which includes:

- The teaching and monitoring of all their pupils, identifying and reporting any concerns
- about pupils with SEND to the SENCO.
- Planning and delivering differentiated interventions for all pupils with identified SEND, which should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of interventions in securing progress to inform the next steps in the graduated approach for support.
- To inform parents of concerns, the interventions proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment, resulting in the formulation of new IEP targets.
- Collaborating with the SENCO to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach, collaborate with outside specialists and work with their advice to plan outcomes and provision.
- Plan with support staff to ensure quality provision for pupils with SEND, focussed on their specific outcomes.

### **Support Staff and Teaching Assistants**

Are responsible for the following:

- Collecting evidence of progress through observations, both formal and informal and working closely with the pupil.
- Alerting the class teacher to any concerns regarding the wellbeing or progress of the pupil.
- Tracking progress towards outcomes set by the class teacher for specific pupils with SEND.
- Providing effective feedback to the teacher on interventions.
- Contributing towards progress and annual reviews.

### **SENCOs**

In line with the recommendations in the SEND Code of Practice 2014, the SENCOs will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school SEND register.
- Identify through provision mapping those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of SEND or Education Health and Care Plans.
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners.

- Overseeing the records on all children with SEND.
- Liaising with parents of children with SEND, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on IEPs.
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of SEND or Education Health Care Plan.
- To implement a programme of six monthly reviews for Early Year pupils with statements or Education Health Care Plans.
- Carrying out referral procedures to Barnsley Local Authority to request High Needs funding Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant long term support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners.
- Working with Early Years staff and Barnsley Early Year support team to ensure successful transition into school/nursery or from other EYFS settings for children with identified SEND.
- Ensuring interventions for SEND pupils are effective and evidence based and evaluating their impact.
- Being a key point of contact with external agencies and liaising their intervention.
- Liaising with the school's SEND Governor, Mrs Toni Harvey, keeping her informed of current issues regarding provision for vulnerable learners, including those with SEND (locally, nationally and within school).
- Working as part of the Senior Leadership Team to ensure SEND information is shared with all staff and that SEND is included in whole school development.

### **Members of the SLT**

Are responsible for:

- The day to day management of the SEND Policy and the Disability Equality Duty Scheme and Accessibility Plan.
- Allocating and monitoring appropriate resources for SEN from the delegated budget and statement funding together with the SENCos.
- To ensure that staff are delivering high quality teaching differentiated for individual pupils through the teacher appraisal process using the teaching standards.
- Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through.
- Reporting to Governors on CoP procedures, SEND resourcing and the Disability Equality Duty Scheme.

### **The Governing Body**

Is responsible for:

- Ensuring that the best possible provision is made for all pupils with SEN.
- Monitoring the quality of SEND Provision.
- Ensuring information about the implementation of the policy for SEN is published on the school website and this is updated annually.
- Ensuring the integration of pupils with SEND in the school community.

- Ensuring that the budget for SEND is allocated appropriately.
- Electing a designated SEND Governor to liaise with the SENCO.
- Defending the school should a complaint be brought to the SEN and Disabilities Tribunal.

### **Admission Arrangements**

Pupils identified with low level SEN have the same rights of admission as all other prospective pupils. The school follows Barnsley's Admissions Policy.

Pupils with Statements or Education Health Care Plans are admitted following LA policy and ensuring that the school can meet their needs under the new Code of Practice.

### **Transitions**

Our Early Years staff make contact with other Early Year providers in the term before the child enters FS1 or 2. Home visits are made for exchange of information when requested by parents or carers. Additional visits may be made for children with identified SEND.

Close links exist with the secondary schools to which pupils transfer in September each year and Transition meetings are held between Kexborough Primary staff and the secondary school staff to alert them to children with SEND or increased vulnerability. Additional visits are made for pupils with Statements/ EHC Plans and those identified as being particularly vulnerable.

Staff from the feeder secondary schools are invited to attend the annual review and any other relevant meetings held during Year 6.

### **Supporting the Families of Pupils with SEND**

Parents and carers are always welcome to the school. At Kexborough Primary School, working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with SEND; therefore we maintain an open door policy.

For children with Statements or Education Health Care Plans, the annual review is held around the date of issue and a representative from the LA SEND Team is invited to attend.

For Early Years children with a Statement or Education Health Care Plan there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns, an interim review can be arranged at any time throughout the academic year.

Pupils in Early Years may require family meetings with Portage and the Early Years Inclusion Team, which may take place in the EYFS setting or at home.

Following consultation, parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

### **Dealing with Complaints around SEND**

Please look on the school web site 'Complaints policy' for further details.

- Parent/carer complaints are dealt with at the school in the following ways:
- Discussed informally with the Class Teacher.
- Referred to the SENCo Manager
- Referred to the Headteacher.
- In writing to the Governing Body, following which a written reply will be given.
- Parents/Carers may contact the LA who will then contact the school.
- Parents/Carers may go to SEND Tribunal. Support for this is available from: Independent Parent Special Education Advice <http://www.ipsea.org.uk/>

### **Supporting Pupils with a Medical Condition or Disability**

Kexborough Primary School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case KPS will fully comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; KPS follows the 2014 SEN Code of Practice for these children.

### **Facilities at Kexborough Primary School for children with medical conditions and SEND**

Kexborough Primary has toilets with disabled access in both the KS1 and KS2 buildings. Permanent ramps are in place to enable wheelchair access to all buildings on site. Changing facilities are available in both the KS1 and KS2 buildings.

Any staircases have hand rails and grips on the edge of the stairs.

### **Funding**

Funding for SEND is received from the following sources:

- SEND Formula Funding
- Payment for pupils on the SEN Register
- Statement money according to Barnsley's banding system
- Pupil Premium (if eligible)
- Additional Money allocated from the school budget

Spending and provision for pupils with Statements/ EHCPs are monitored annually by the LA.

Funding is used to provide:

- Teaching Assistants who support pupils with SEND in class and in small groups
- LSAs for pupils with Statements/ EHCPs
- Additional staff to support children during lunchtimes when necessary.
- Appropriate books, computer programmes and recommended equipment.

### **In-Service Training for Staff in relation to SEND**

The training needs for staff with regards to SEND are identified via appraisal reviews and the School Development Plan.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school uses the LA and external Agencies to support Governors, the Senior Leadership Team, teachers and support staff to fulfil their roles and responsibilities.

There is regular staff training to inform and update staff about the new Code of Practice and other legislation with regard to SEND. The SENCOs attend SENCO Network Meetings each term.

### **Links with Support Services for SEND**

Parental consent is always sought before the school requests involvement of any outside agency.

The Educational Psychology Team: KPS buys into the LA's Service Level Agreement and buys in specified hours each year according to need as identified on our SEND Register.

Early Year pupils access S&L therapy through the NHS clinics.

Portage and Early Years Inclusion Service is available on request.

KPS accesses the school nursing service.

Links have been established with Greenacre special schools, who has KS1 and KS2 satellite centres on out site, to share good practice, their expertise and resources.

Additional services are bought in as agreed at IEP progress meetings as part of the graduated approach.

### **Evaluation of SEND in Kexborough Primary by the Governing Body**

The Headteacher and SENCOs keep the Governing Body informed about all matters regarding SEND – such as, the number of pupils on the SEND Register, the number of statements/ EHC plans and provision for those pupils, provision across the school, resources, funding, employment and use of Teaching Assistants, progress made by pupils with SEN, parts of the SIP related to SEND.

SEN appears as an item on the agenda at Governing Body meetings at least once per year and there is a named Governor responsible for SEN.

The SENCOs and SEN Governor have regular meetings.

### **Storing and Managing Information**

Information at Kexborough Primary is stored in line with Barnsley policies on the Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis. All relevant documentation is stored on the school's paper-free Safeguarding Software, to which only the SLT has access. Any paper documentation is stored in a secure filing cabinet in the Admin Building Meeting Room.

Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.